DOCUMENT RESUME

ED 257 731 SO 016 533

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TITLE Teaching about the USA in Secondary Schools in Western Europe. Report. Council of Europe Teachers' Seminar (17th, Donaueschingen, Federal Republic of Germany, October 25-30, 1982).
INSTITUTION Council for Cultural Cooperation, Strasbourg (France).
REPORT NO DECS/EGT (84) 39
PUB DATE 1 Mar 84
NOTE 64p.
AVAILABLE FROM Council of Europe, 6700 Strasbourg Cedex, France.
PUB TYPE Collected Works - Conference Proceedings (021)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *American Studies; *Course Content; *Curriculum Design; *Educational Objectives; Foreign Countries; *International Education; Secondary Education; Social Studies
IDENTIFIERS *United States

ABSTRACT

This seminar was part of the Council of Europe's work on education for international understanding and it was the third in a series of European teachers' seminars on the links between Europe and other regions and cultures. The aims of the seminar were to: (1) identify what is taught about the United States in secondary schools in a representative cross-section of Western European countries; (2) indicate teaching approaches compatible with the diversity of European educational systems; and (3) make recommendations for the contents of a foundation course on the United States for use in Western European secondary schools. Included in this paper are summaries of the speeches of welcome to the conference by American and European educators; an analysis of the reports of the European participants; a summary of the talks and panels dealing with change in the United States, the United States and mass media, and the opinions of American and European teachers; reports of the working groups; and final comments by the director of the seminar. Appendices include a discussion paper on what Americans think an average European should know about the United States, the program of the seminar, and a list of participants. (IS)

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Seventeenth Council of Europe Teachers' Seminar on "Teaching about the USA in secondary schools in Western Europe"

Donaueschingen, 26-30 October 1982

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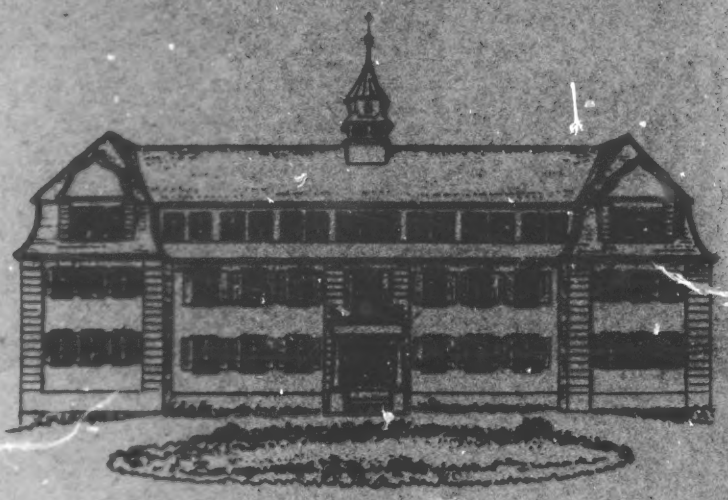

Report

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COUNCIL FOR CULTURAL CO-OPERATION

Strasbourg
1984

Strasbourg, 1 March 1984 DECS/EGT (84) 39

THE CDCC's TEACHER BURSARIES SCHEME

European Teachers' Seminar

on

"Teaching about the USA in secondary schools in Western Europe"

Donaueschingen, Federal Republic of Germany, 25-30 October 1982

Report

by

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1. BACKGROUND INFORMATION ON THE SEMINAR

The Seminar on "Teaching about the USA in secondary schools in Western Europe", was part of the Council of Europe's work on education for international understanding in schools, and it was the third in a series of European teachers' seminars on the links between Europe and other regions and cultures of the world. These Seminars are a response to Objective 10.1 of the Council of Europe's Second Medium-Term Plan (1981-86) which:

(i) emphasises that "better understanding among nations and peoples must be based on widespread knowledge of the various cultures";

(ii) recognises the importance of facilitating and strengthening "possibilities of dialogue and mutual understanding with other parts of the world".

The first seminar was held in Donaueschingen from 18-23 May 1981 and dealt with teaching about Japan in schools in Western Europe, while the second was held in London from 12-16 July 1982 and dealt with "Europe and Asia". In 1983, there was a seminar on teaching about China, and plans are under way for further seminars in 1984-85 on Canada, Africa south of the Sahara, and Latin America. It is probable that the results of the series will be submitted to an intergovernmental symposium in 1986.

The Seminar on teaching about the USA was organised in co-operation with the Atlantic Council of the United States and the US National Council for the Social Studies. It was a response to Resolution 749/1981 of the Council of Europe's Parliamentary Assembly. In this text, the Assembly recommended that "transatlantic contacts be intensified in order to improve mutual understanding of reciprocal problems and concerns, not only among political élites, but also among the various groups which have a direct influence on public opinion".

The aims of the Seminar were:

(i) to identify what is taught about the USA in secondary schools in a representative cross-section of countries in Western Europe;

(ii) to indicate teaching approaches, which would take account of the diversity of educational systems in Western Europe;

(iii) to make proposals for the contents of a foundation course on the USA for use in secondary schools in Western Europe.

The participants were asked to bear in mind that the Council of Europe's experts on history teaching in secondary schools had recommended that, in teaching about other countries and cultures, "the emphasis should be placed on the history of civilisations, understood in the widest and not merely in the political sense - that is to say, embracing spiritual, religious, social, cultural, technical, economic and scientific and other matters".

The programme of the Seminar, which is given in Appendix No. II, combined formal contributions from invited experts, intensive discussions in working groups, and a viewing of films on the USA. The Seminar was attended by:

(i) educators from States that take part in the Council of Europe's education programme;

(ii) a delegation from the USA;

(iii) representatives of the Donaueschingen Academy and the Council of Europe Secretariat;

(iv) observers from the International Society for History Didactics and the Georg Eckert Institute for International Textbook Research.

A list of the participants is given in Appendix No.III.

Beforehand, the participants received:

(i) a discussion paper by the Director of the Seminar on "Questions and issues in teaching about the USA in secondary schools in Western Europe" (doc. DECS/EGT (82) 77);

(ii) a discussion paper on "What do Americans think that the average European schould know about the USA?" prepared by Dr. Margaret STIMMANN BRANSON (doc. DECS/EGT (82) 78). The full text of this paper is given in Appendix No. I;

(iii) Resolutions 749 and 758/1981 of the Parliamentary Assembly, together with two reports on "Relations between Europe and the United States" (documents 4709 and 4772);

Furthermore, before going to Donaueschingen, each of the European participants was asked to send a short report to the Director of the Seminar on how he or she taught about the USA and the main problems that had been encountered in preparing lessons and extra-curricular activities on the USA. An analysis of these reports is given in Section 3. of the present report.

2. SPEECHES OF WELCOME

2.1 Professor Lothar MATTHEISS, Director of the Donaueschingen Academy

Professor MATTHEISS welcomed the participants on behalf of the Academy and the "Land" of Baden-Württemberg. After describing the education system in the Federal Republic of Germany and the place which the USA occupied in school curricula in Baden-Württemberg, he commented on the four Council of Europe Teachers' Seminars which were held annually in the Academy.

These Seminars were an interesting example of co-operation between the Council of Europe and the authorities in a member State, and they aimed at:

(i) obtaining the advice of practising teachers on items in the Council of Europe's school programme;

(ii) discussing with practising teachers the educational implications of ideas put forward in other parts of the Council of Europe e.g. the Committee of Ministers, the Parliamentary Assembly, Committees of experts, and the Conference of Local and Regional Authorities of Europe.

In order to allow educators who could not attend the Seminars to benefit from this unique pooling of experiences and ideas in Donaueschingen, the Council of Europe published a detailed report on each Seminar, and these reports were frequently used as working documents at intergovernmental symposia and national in-service training courses.

2.2 Dr. Lee BRADY, Staff Director, the Atlantic Council of the United States

On behalf of the Atlantic Council, Dr. BRADY thanked the Council of Europe for associating his organisation with the Seminar.

He recalled that, in Spring 1981, the Atlantic Council - a private, non-profit, non-partisan educational organisation in Washington D.C. - had held a two-day invitational conference under the title "The Successor Generation: its challenges and responsibilities". To it came representatives from some 40 national "leverage organisations" to discuss problems arising from the recognition that "youth on the two sides of the Atlantic were drifting apart". Guest of honour and principal speaker on that occasion was Mr. Maitland STOBART, Head of the School Education Division of the Council of Europe. Near the end of the conference, the usual question had arisen: - what should be the next step in trying to make the most of exchanges of views on this vital

subject? It was then that Mr. STOBART had suggested that the Atlantic Council should join in co-sponsoring the present Seminar. The Atlantic Council's response to this invitation was enthusiastic, as was also that of the US National Council for the Social Studies, which was asked to be a third sponsor of the meeting.

Dr. BRADY then described the membership and objectives of the Successor Generation Working Group of the Atlantic Council. It was composed of some 50 individuals of note in the field of education, and they represented some 40 institutions, among them the Association of American Colleges, the American Political Science Association, the National Council for the Social Studies, the Educational Research Council of America, the Carnegie Foundation for the Advancement of Teaching, the National Council on Foreign Language and International Studies, the American Association of Colleges for Teacher Education, the American Federation of Teachers, the Joint Council on Economic Education, and the National School Boards Association. The Chairman was Dr. Edmund D. PELLEGRINO, former President of the Catholic University of America, and the Group's objectives were:

(i) the promotion of awareness of the need to transmit to succeeding generations an understanding of the common heritage of Western civilizations and the desire to strengthen, enhance, and defend its basic values;

(ii) more and better structured exchanges of students, educators, and young leaders;

(iii) greater emphasis on European Studies in American schools and universities, including history, government, economics, languages, and culture;

(iv) the production and dissemination of better teaching materials;

(v) co-operation with, and assistance to, comparable efforts in Europe.

2.3 Dr. Carole HAHN, President Elect of the National Council for the Social Studies

On behalf of the National Council for the Social Studies (NCSS), Dr. HAHN said that she and her colleagues were pleased and honoured to be a part of such an important effort to promote international understanding. Because peoples on both sides of the Atlantic shared a common history of values and institutions and because they shared a future destiny, it was critical that they should understand one another and pass on that understanding to their children and young people.

She explained that the NCSS was an organisation of about 16,000 American social studies educators and about 400 individuals

outside of the United States who work in social studies, history, or social science education. The tie that bound them together was a commitment to "preparing young people to be humane, rational, participating citizens in a world that is becoming increasingly interdependent".

That basic goal for social studies education was set forth in the "Curriculum Guidelines of the National Council for the Social Studies". In order to achieve that goal, the Guidelines stated that an adequate social studies curriculum ought to contain four components - knowledge, abilities, valuing and social participation. These four categories served as reminders of what ought to be central to any course or unit that teaches about the United States.

The first category raised the question of "what knowledge is of most worth in understanding American life and history?" Powerful concepts and generalisations from the various social sciences and history could be used as a basis for analysing and comparing the American and European experiences. For example, concepts such as "role", "socialisation", "economic cycle" and "power" transcended cultures. By learning such powerful concepts and generalisations, students would understand trends in the United States. Furthermore, they would acquire an analytic framework that would make other societies more comprehensible. But, while acquiring knowledge was necessary, it was not in itself sufficient preparation for global citizenship.

The citizen also needed to develop reading and writing skills: the ability to interpret charts, graphs, and maps; and the analytic skills of hypothesising, generalising, and predicting from data. Social skills required when working with others to solve problems were also important. A course or unit on the United States ought to contribute to the development of these essential abilities.

The third dimension of the curriculum, valuing, should also be developed as students learn about life in the United States. Students could, and should, learn about the diversity and similarity among values held by Americans. They should have opportunities to develop empathy by trying to put themselves into the place of someone facing a particular contemporary or historic dilemma, and by trying to understand the values and perspective of that person. It was the ability to take on the perspective of another that was crucial to international understanding, regardless of whether one agrees with the other's position. After the age of about 10, students had the capacity for that experience, but they must be given practice to develop it. Open-ended case studies and role play exercises of real and fictitious events could be used effectively to develop perspective-taking and the ability to understand another person's values.

Similarly, students needed to practise analysing value-laden issues if they were to be effective citizens. American history and life offered many opportunities for such value

analysis. Landmark Supreme Court cases and debates in the US Congress could serve as stimuli to an examination of American value dilemmas, which people in other societies also faced. An open, reflective examination of such issues would develop both knowledge and analytical skills. It would also foster support for the democratic values that were central to American and European cultures.

The fourth dimension of the curriculum, social participation, could be realised by applying the other three to civic action. This was particularly important because citizen participation was essential to democracies. As an extension of their study about the United States, young people might voluntarily undertake some activity to influence the outcome of an issue or to promote better understanding among Europeans and Americans.

Dr. HAHN concluded with the hope that the Donaueschingen Seminar would be "the beginning of a continuing dialogue among teachers and students on both sides of the Atlantic".

2.4 Mr. Maitland STOBART, Head of the School Education Division, Council of Europe

Mr. STOBART greeted the participants on behalf of the Council of Europe's Secretary General, Dr. Franz KARASEK, and expressed the Council's gratitude to the Atlantic Council of the United States and the National Council for the Social Studies for their generous help in organising the Seminar.

Education for international understanding, Mr. STOBART recalled, had been one of the Council of Europe's priorities since the Organisation was set up in 1949. Together with governmental experts, teachers and non-governmental organisations, the Council had sought to clarify how schools could:

(i) extend their pupils' cultural horizons and give them a less ethnocentric view of the world;

(ii) encourage respect for, and solidarity with, peoples of other countries and cultures.

The first phase of the Council of Europe's work on education for international understanding had been devoted to improving communication and understanding among Europeans, in particular through:

(i) a more effective learning of modern languages;

(ii) a fair and balanced teaching of history and geography.

In the past few years, the scope of this work had broadened to meet the challenges to education systems arising from:

(i) the emergence of multi-cultural societies in many countries in Western Europe through migration and immigration. For example, the Council of Europe was carrying out a project on the training of teachers of migrant children;

(ii) the growing awareness of global inter-dependence and of the need to open up a cultural dialogue between Western Europe and the other parts of the world.

The present Seminar was the third in a series of European teachers' seminars on how these "other parts of the world" were presented in secondary schools in Western Europe. There were encouraging signs that this Council of Europe initiative had indeed opened up a cultural dialogue and that, in turn, educators in other continents would organise similar seminars to see how Western Europe was presented in their schools.

3. ANALYSIS OF THE REPORTS PREPARED BY THE EUROPEAN PARTICIPANTS

Part of the Seminar's purpose was to allow the sharing of information and experience among those who took part. This was done through a number of means, not the least of which was the accounts written in advance of the Seminar by the European teachers and educators on their experience of teaching about the USA in their respective countries.

23 participants from 11 countries sent detailed accounts of their own teaching about the USA to the Director of the Seminar before going to Donaueschingen. The effect of this was to provide a series of insights and perspectives rarely obtained in more discursive and less formalised situations. The accounts naturally reflect: the different national systems; the facilities and constraints that exist within them; the support and resource provision; the structures that are available for development; and the problems, issues and concerns that the ordinary teacher comes up against when confronted with the challenge of teaching about such a massive cultural entity that is the USA.

But they also revealed more than didactic or educational considerations because education takes place within a social, political, economic and cultural context.

The consequence of this was the unveiling of a hidden or alternative curriculum - one perhaps promoted in opposition to that of the school in terms of ultimate aims and goals. This is the curriculum of the mass media, that powerful and pervasive machinery for myth creation and phantasmagorical images. Teaching and learning about another culture was much more than textbook presentation, more than writing words on the "tabula rasa" of eager young minds. Account had to be taken of what the students brought into the classroom with them: those residual images, beliefs, understandings of that "foreign country" only partially and often dimly apprehended through a bombardment of very often facile and superficial visual codes and message systems.

The experience of the European teacher indicates the need for clarity, understanding, accurate, undistorted information, resources to counter-act the negativism and mythologising of the media. It revealed also that:

(i) attention would have to be paid to the structures through which teaching about the USA takes place;

(ii) provision for the satisfaction of a range of needs, at a number of levels, is both urgent and immediate.

What then is taking place? It is not possible within the space available here to give in total the respondents' reports.

This section is, therefore, an analytical summary of the reports which, it is hoped, will give some flavour and understanding of what it is like to be involved in such an immense task.

In all of the countries mentioned in the reports, teaching about the USA takes place in one, or a combination of the following subject areas:

(i) social studies;

(ii) history;

(iii) geography;

(iv) English as a foreign language.

Patterns of approach and the nature of the substance taught was further conditioned by the context of teaching, e.g. US history within a global context, in relation to World Wars I and II or as part of the Age of Discovery. When there was some concentrated attention, this was often patchy in selection, creating a less than comprehensive or even chronological account of what had taken place. There were areas of neglect, in particular in early history and that period after the Revolution when the nation was being forged. Geography also was a limited option, sampling only some of the regional, physical and economic aspects and failing to relate its potential to the insights and methodologies of other disciplines, either in an inter-disciplinary approach or within an integrated framework.

Social studies tended towards the thematic and the "problems and issues" approach. Its eclectic nature and scorn of boundaries or limitations on knowledge allowed wide-ranging explorations of both historical and contemporary events and issues. Within such a framework, the Space Programme could be explored alongside the New Deal, Puritanism, the American Dream, Vietnam, the Frontier, and Hollywood. The historical and cultural entity that is the USA is a rich source of material for potential curriculum innovators. Social studies offers the instruments for reflection and re-interpretation of the American scene and mood; and some new and exciting approaches to uncovering those fixed and unyielding mythologies which too often stereotype and condemn a society and its culture.

A fourth and significant framework for understanding the USA was through English as a foreign language,and this was often the major means for countries where English was not a national language. Here, the emphasis was on literature as a window on the USA, with history and social studies in broad and eclectic support. Cultural themes and contemporary aspects were the features of this approach: youth culture, race, fashion, fast food, urban America, and film and TV programmes and the images that they present.

But, as was indicated earlier, the reports reveal other things and comments on other neglected areas and concerns.

In terms of the totality of school curricula, there is an imbalance in the approach. Can the totality of a country be explained, if only partially, when being confined to an interpretation through limited subject areas? Should not a wider frame of reference be adopted? One which includes art, music, economics, early history, science and technology, industrial power and organisation, the cinema, the theatre, architecture, politics etc.

Teachers were aware of the negativism that came through the media in general. Students often possessed a contradictory picture, a consequence of their receiving incomplete, incoherent, bitty, and intermittent presentations - both from their schools and the media. Whole areas of the American society, ways of life, environment were omitted or only touched upon. The result was a fragmented and fractured image. However, teachers and other educators were not exempt from the charge of selection and distortion arising out of ignorance, and this was further compounded by the complexity and size of the country.

A major problem identified by all of the authors of the reports was the continuing facilitation of direct personal experience of both the country and its people. This was seen as perhaps the most effective way of combating stereotyping and anti-American feelings amongst the young.

There is no question that the reports, as a whole, give cause for concern over the problems and issues that face the European teacher. But, again there is another side and this too was reflected in the reports. References were frequently made to the need to exploit, and build on, the linkages and connections that already exist, through: embassies; information centres; specialist exchange programmes for both teachers and students; professional and academic associations and institutions; and friendships and family ties. Here was an existing base upon which to build learning and teaching programmes that would serve to correct the distorted images and would uncover the facade of myths and part images that, for too long, have been left unexamined and unchallenged by those responsible for the education of the young.

In conclusion, what is the main message to have emerged from these reports from 11 European countries? Perhaps that there is a common need for the development of a positive, co-operative but not uncritical, approach to teaching about the USA which is based on the following precepts:

(i) to dispel teacher ignorance;

(ii) to recognise the complexity, diversity and size of the country and its people and the rich fullness of its history as a resource;

(iii) to apply a total curriculum approach by utilising the potential of all subjects to make a contribution to understanding and enlightenment;

(iv) to counter-act media images and myth-making where they are perverse, detrimental, dangerous and untrue;

(v) to counter-act educational myth-making and images where they lead to misunderstandings, ignorance, uncritical acceptance;

(vi) to facilitate structures and means for the direct personal experience of country and people;

(vii) to design, develop, evaluate and share in the production of teaching and learning programmes and resources in support of an effective, comprehensive, flexible curriculum for teaching about the USA. It should be capable of adaptation to national systems and of accommodation within regional, local and school practices;

(viii) to design and develop relevant pre-service and in-service teacher education programmes.

4. SUMMARY OF THE TALKS AND DISCUSSION PANELS

4.1 Keynote address on "A changing America viewed in historical perspective" by Professor Michael KAMMEN, Newton C. Farr Professor of American History and Culture at Cornell University and holder of the Chair in American History at the "Ecole des Hautes Etudes en Sciences Sociales", Paris

Professor KAMMEN's keynote address offered a detailed and perceptive analysis of the current US scene and mood, and he related this to particular problems and issues concerned with the integration of knowledge in the development of a foundation course and the potential influence on this of new directions in the social sciences. The challenge facing European educators was essentially the problem of understanding a society that was different from their own. As a beginning towards this understanding, Professor KAMMEN outlined a framework for examination and interpretation of this scene and mood, exemplified by analyses of significant events, trends and issues in contemporary US society.

For Professor KAMMEN, any examination of America today would need to take account of a number of significant facets:

(i) economic issues - Especially those relating to unemployment, budgets, taxes and interest rates; but these must be seen within the context of a more complicated culture, one of incredible pluralism, diversity and fragmentation;

(ii) ideological atomisation - Both the major political groups are divided within themselves, and this raises important questions vis-à-vis traditional role and philosophy: "The end of liberalism", "a shift to the centre" by President REAGAN, "the New Federalism" etc.

(iii) ethnic diversity and tensions - Are the USA being pushed towards the limits of pluralism? Ethnic groups are caught up in an inter-acting social, economic and cultural dynamic which leaves them uncertain, bewildered and frustrated.

(iv) social change and problems of value - Issues raised by such diverse concerns as military spending, as against social services, abortion,

prayers in school, tax exempt status for private schools. Again, a set of "code phrases" signal the message: "progress and its discontents", "technology and pessimism", "can we cope with technology?".

(v) cultural issues - These may be discerned from a widespread attraction to nostalgia, in the superficiality of the public memory, a tendency to amnesia and the fabrication of the past, especially by those who hold power and high office.

(vi) the American understanding of Western Europe - How is Europe seen? How does the US read the conflicting signals emanating from the mix of nationalist politics and the fragile nature of coalition policies? Ambivalence, confusion, misunderstanding, uncertainty, sympathy, and respect are the key words in this context.

In Professor KAMMEN's view, the historical perspective is problematic, destructive and challenging of those representations that portray the cultural entity that is a total nation. Firstly, problematic as a consequence of the explosion of knowledge as represented in the new social history with its comprehensive, yet atomised, proliferation of case studies and the altered meaning of social history. Secondly, destructive of the older dominant paradigms, e.g. the "conflict" and the "consensus" schools of history. Now there exists a vacuum, and there are no guiding or structuring themes, save what Marxist historians offer and these are not entirely appropriate to the USA. Thirdly, the challenge of the need to integrate latent and manifest events and to find a solution in the potential of cultural history which would subsume the other "histories" and form a basis for developing a foundation programme for American Studies. At the same time, however, we must recognise, that culture is a configuration of a number of levels of experience, from the phenomenological through to the spiritual. There is a need for comparative history, but one has to acknowledge its complication and difficulty.

Professor KAMMEN concluded his address by identifying new directions in the social sciences and assessing their implications for social studies teaching. Of necessity, this was a wide-ranging eclectic survey, which included the following:

(i) a respect for the "pastness" of the past;

(ii) community studies and the revitalisation of local history;

(iii) iconography;

(iv) communications;

(v) immigration and ethnicity.

The quality and richness of Professor KAMMEN's address created a sense of both excitement and challenge amongst the participants, as they recognised that they had been given a clear and brilliantly drawn map of the territory for exploration.

4.2 Address on "The USA and the mass media" by Mr. Leonard MARKS, Secretary/Treasurer of the World Press Freedom Committee and member of the Board of Directors of the Atlantic Council of the United States

Mr. MARKS gave the second major address of the Seminar, focussing on the role and responsibilities of the media and, in doing so, drew upon his extensive experience in government service and as a lawyer.

His concern was for the young, especially those growing up at present in Europe and America, who had no direct knowledge of the post-war regeneration of Europe and the American contribution to this, and of the concepts and ideals that underpin the US Constitution.

In the USA, both print and audio-visual media existed in a state of abundance, and few citizens escaped their presence or influence. With such a facility for the dissemination of news, information and opinion; with such a massive access to the minds of the people; and with such a vast potential offered by new technology in the future - it was of vital importance that the press and the media did not assume the prerogative power without responsibility.

News must be separated from opinion, propaganda from truth, and political persuasion from the genuine attempt to keep open channels of communication between government and people. In pursuing this theme, Mr. MARKS commented on, and gave examples of, how the media are, and might be used, in the service of political expediency.

He then went on to elaborate on particular questions and issues relating to the responsibility of the journalist, as to how facts and opinions were both assembled and dissembled. Information and news were commodities to be sold, and to sell successfully depended on "giving the readers what they wanted". Teachers and educators needed to arm themselves with "correct" facts, in order that their opinions, conclusions and judgements were based on a proper foundation. But perhaps the real challenge to education was that of a communications technology that constantly outstrips the educational imagination.

Mr. MARKS's assessment of the influence of the media in giving out information and news, in informing opinion and in helping to shape values, especially in relation to a country and a culture that was different from one's own, pointed to the need to adopt a critical stance. Those who teach the young, particularly during their sensitive and vulnerable years, should avail themselves of those skills and understandings which are necessary to disentangle successfully the multiplicity of messages that emanate from the media. There was a need for interchange of ideas between countries, for close and direct contact, and for that special form of personal experience that dispels ignorance, distortion, misrepresentation and prejudice. There was the need to know and recognise who were the "gatekeepers" of public opinion, news and information in a society and to ensure that they were aware that no power exists without responsibility.

4.3 The two teachers' panels

Two panels of practising educators formed an integral part of the Seminar, and they provided a highly successful sharing of experiences and perspectives on teaching about America. Through these particular sessions, all the participants were able to gain some knowledge and understanding of the facilities and constraints that exist in various parts of the USA and in the different countries of Europe. There was general agreement that both panels had contributed significantly to the understanding of the didactics of teaching about the USA and to the nature of the demands that such an aim makes on the committed teacher.

4.3.1 The European Teachers' Panel

Ms. Birgitta REHNBERG (Sweden)
Ms. Maria Emilia GALVAO (Portugal)
Mr. Sean MacGIONTAIGH (Ireland)

This panel illustrated the diversity of teaching approaches to the USA in Western Europe because of differences in national educational systems, national perspectives, and teaching resources. The following is a summary of the panelists' collective views and experiences.

Students need to have a sound geographical understanding of the whole of North America as a basis for further work. The historical perspective should take account of early history, and there is a need for comparative historical studies, especially of native peoples. The economic structure of a nation is important, as is its accompanying urban development. The arts too have a significant contribution to make and, in the context of contemporary American culture, music is of particular importance. Any approach, particularly thematic and interdisciplinary, needs good and available resources, and it is important that they should include material from the USA in addition to resources produced in Europe. If justice is to be done in presenting a

balanced image of the USA to secondary students, account must be taken not only of what is available in terms of teaching materials but also of the "educational" influence and effect of the mass media.

It is unlikely that American Studies "per se" will find a formal place in the secondary school curriculum of most European countries. If it is taught in any degree, it is probable that it will be taught "across the curriculum", probably within the area of the humanities. Within this area, geography and history can make significant contributions, as can literature and drama. Broader and more integrated or interdisciplinary projects also offer scope for teaching about the USA. Often a European country will have strong and "living" links with America, especially through emigration, and projects based on such links provide a rich vein for exploration. For many European countries, teaching about America occurs in the context of the teaching of English as a foreign language.

To conclude, there are encouraging signs that teaching about the USA is gaining ground in European countries, but there is concern at the kind of resources and support available for it. There is also concern at the images that the young receive through inaccurate teaching or the media. The encouragement of direct personal experience of America and Americans is of vital importance.

4.3.2 The American Teachers' Panel

Ms. Jean CRAVEN (Chairperson)
Ms. Fay METCALF
Ms. Janna BREMER
Mr. Denny SCHILLINGS

All of the panelists were members of the National Council for the Social Studies, and they represented particular expertise in their fields of study and teaching. They described: their individual backgrounds; the kind of schools in which they taught; and those aspects of American culture, history and society that they felt it was important to emphasise and promote. Examples of useful approaches, methods, texts and resources were given, and the panelists described the kind of support that teachers could expect from organisations and institutions within the United States.

The following is a summary of their collective identification of concerns and issues:

(i) the main method is the "discovery approach", using primary source material and textbooks, and this is related to a "themes approach", particularly in history;

(ii) the Constitution and citizens' rights figure prominently, with examples of Supreme Court cases

being used as an interpretation of the Constitution in action;

(iii) other aspects often include an examination of economic practices and of the dichotomy that seems to exist between ideals and these practices;

(iv) positive statements are needed regarding US achievements;

(v) there should be an awareness of America's capacity for self-criticism, especially regarding its world role and the sustenance of its democratic way of life;

(vi) history is "the memory of things said and done", and the focus is a people. American Studies draws upon history, literature, art, architecture, music. To understand American culture at any given time, one has to encompass a whole range of knowledge, perspectives and organising concepts within an inter-active programme. The following examples were given:

- The Land
- The Society
- The Individual
- The American

) in a context of change, diversity, interdependence, conflict and co-operation.

(vii) Dominant values to be found in the USA relate to:

- achievement and success;
- activity and work;
- humanitarianism;
- moral orientation (Puritanism);
- efficiency and practicality;
- progress and material comfort;
- external conformity;
- science and rationality;
- patriotism and nationalism;
- democracy;
- individuality.

The scope of an American Studies programme could range from the founding of the nation to the present day, and it might involve teacher-prepared materials, especially audio-visual, using cartoons from newspapers and popular music in addition to more traditional texts.

A wide variety of resources and techniques was available to teachers in the USA in presenting their programmes. Properly used, documentary films were a rich source of evidence, and particularly successful teaching had been achieved through the use of gaming, role-playing and simulation techniques. There was a need for more development work in this area and for the production of software for computers. New directions in American history were focussing on the "people's history". There was also a need to see US history in a global context.

Examinations were less influential in determining curriculum content, and there was a growing interest in teaching about America through English as a second language because of the multi-ethnic nature of the society.

5. REPORTS OF THE WORKING GROUPS

5.1 Working Group No. I

Chairperson: Ms. Janna BREMER (USA)
Rapporteur: Mr. David BURCH (United Kingdom)

5.1.1 Methodology

In an effort to identify priorities for inclusion in any foundation course in American Studies, the Group agreed that it would be helpful to focus on a few major themes as a fulcrum for course development. The concept of "freedom" or "liberty" was accepted as a useful starting point and as providing an overall "sense of direction" for the proposed foundation course. In association with this, the suggestion of an approach through "American families" received general support as a practical device for dealing with the central concept of "freedom". Thus, selected families from across the USA could be taken, and aspects of their everyday life and experience explored in a very concrete way that related to the interests and experience of particular groups of pupils. The individual teacher would be the final arbiter as to which topic of the theme should be chosen.

Practical issues and problems, which were noted early in the Group's discussions, were:

(i) the constraints created by the organisational requirements of different countries;

(ii) the fact that, in a number of European countries, American Studies are pursued in the context of teaching English as a foreign language;

(iii) the diversity of the USA. For example, when dealing with a topic like the family, one would need to portray the way of life in a Black, a Hispanic and a White family. The point should be made that, in practice, the opportunity to exercise the national "freedoms" is not enjoyed by all Americans to the same degree. In the same vein, it was noted that not all family situations are easily portrayed (e.g. broken homes). On the other hand, it is important to be realistic and frank in our approach and to avoid presenting an idealised picture of the American scene;

(iv) the value of a visual approach.

In terms of practical methodology, it was agreed that both the approach and the accompanying material should be "stratified". For example, with younger students, a "travelogue

approach" incorporating an approach through the family could be used, while, with older students, a more academic, less concrete approach would be more suitable.

With regard to resources, it was stressed that it is essential to know what is currently available, and it was recommended that:

(i) a core collection or pack of texts and materials should be produced by exchanging information and materials among members of the Seminar;

(ii) a European "clearing house" should be established to maintain a regular exchange of materials.

The Group thought that it was important to bear in mind that one of our aims should be to remedy ignorance and dispel misconceptions commonly held about the USA e.g. the "Dallas" image.

The Group then set itself the task of producing a catalogue of themes and topics which would constitute suitable content for a foundation course. At this junction, the Group decided to divide into two sub-groups to develop material for use in social studies and in language teaching. Only in this way could the differing interests, experience and expertise of the members of the Group be accommodated.

5.1.2 The Social Studies Sub-group

This sub-group evolved a list of "Critical Issues", which could form a basis for curriculum development within a social studies programme. It could encourage and facilitate cross-reference to appropriate aspects of American culture.

The following is the "Critical Issues List". It includes a sampling of important questions to facilitate examination of each issue.

THE AMERICAN DREAM - Americans cherish the idea that all men are created equal and are blessed with the right to life, liberty and the pursuit of happiness.

How does reality compare with the "Dream"? Why is the "Dream" a sacred idea to most Americans? What groups share or do not share this attitude? How does this affect American thought and behaviour?

FREEDOM - Americans are very proud of their "freedom".

What do Americans mean by "freedom"? How free are they? Freedom for whom? From what? For what? How can Americans explain the dichotomy between morality and materialism? (Idea of freedom vs. US support of some repressive governments; religious freedom vs. persecution of some religious minorities or the school prayer issue.)

ABUNDANCE - The United States possesses abundant natural resources which have made it possible for the majority of people to have material abundance.

Who shares the abundance (historically, currently)? How can great poverty exist among such abundance? Can Americans accept the fact that their abundance has produced great waste which is harmful to the rest of the world? Can Americans change their wasteful behavior in an atmosphere which appears to be infinitely abundant?

POLITICS - The American political system is federal, providing for a division of powers between national and state governments and a separation and balance of powers among the three branches of the national government.

In what ways is the American system distinctive? Does the system provide for a strong or weak decision-making process? Who influences decision-making and how? How radical is/was the United States? Why? What is an American extremist? Why is the Constitution sacred to Americans? What parts of it do they emphasize? How has the Constitution been expanded to meet changing national circumstances?

SOCIETY AND CULTURE - American society consists of many subcultures which share certain common ideas, institutions and values.

To what degree are cultural and intellectual diversity possible? What is the tension between democracy and excellence? What has been the impact of American music, art, literature, media and films on the rest of the world? Is there equal opportunity for education in the United States? How does the Constitution affect human relations?

ECONOMY - Americans value the principle of free enterprise and private ownership.

What basic values underlie the American economic system? Is there equality of economic opportunity? How can we explain the dichotomy between the notion of free enterprise and the existence of huge conglomerates which destroy competition? Why have most labour unions taken a fairly conservative position rather than a radical one? What political attitudes facilitated an introduction of, and gradual increase in, government regulation of business? How does government regulation co-exist with a capitalist system? How much regulation is acceptable? How much damage to the environment can be tolerated? Are American businesses willing to accept responsibility for keeping the physical environment safe?

ETHNIC DIVERSITY AND IMMIGRATION - Often called a "melting pot", the United States has permitted extensive immigration from all parts of the world.

Is America truly a "melting pot"? What attitudes and

policies toward immigrants have developed throughout American history and why? What is the relationship between industrialisation and immigration? How has ethnic diversity created a climate which fosters technological and intellectual progress? Who has emigrated from the United States and why?

FOREIGN POLICY - After avoiding European entanglements for over a century, the United States briefly emerged to participate in World War I but only took a permanent position in world affairs after World War II.

Who influences foreign policy decisions? How do Americans view their role in the world? How has this image changed over long periods (especially since the late 19th Century)? How are American actions perceived in other places? Why have many nations been critical of US actions? Why are many Americans apologetic or defensive about US foreign policy? How does American nationalism compare with European nationalism past and present?

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The following is a specific model which might be adopted or adapted. It is an exemplar of how the theme of "freedom" could be used with pupils in the Middle Years and in the Upper Years. The suggested methodology is to begin with a question in order to open up the issue. This then permits the resulting discussion or project work to be flexible, it meets the interests and enthusiasms of the pupils, and it allows full scope for pupil research and involvement.

MIDDLE YEARS'LEVEL

What is freedom?
Freedom from --? Freedom to --? Are there good and bad freedoms?
Examine freedom within your own society.
Examine freedom in America.
Examine freedom in a totalitarian society.
Specific examples:
- Weapons - gun control.
- Economic freedom - ability to move around and make money.
- Drugs - are we free to harm ourselves?
- What are the legitimate boundaries of government?
- Freedom for whom? - Look at slavery - are there forms of slavery in our society?

UPPER YEARS' LEVEL

What is freedom? (Starting points similar to above could be used.)

Specific examples:

Conscription.
Age of majority - political participation.
Freedom to influence politically.
Intellectual and academic freedom.
American definitions of extremists.
Cult religions, creationists.

5.1.3 American Studies through teaching English as a Foreign Language

In this sub-group, English language teachers from Austria, the Federal Republic of Germany, and Sweden discussed the possibility of presenting a number of themes useful for the teaching of American Studies. The scope and depth of treatment is restricted by:

(i) the age of the students;

(ii) their English language proficiency;

(iii) the curriculum;

(iv) the type of school;

(v) the level of information about the USA on the part of teacher and students.

In order to foster motivation of the teachers, in-service training programmes need to be increased in number and quality. Personal acquaintance with the USA through visits, exchange programmes, etc. should be promoted.

In order to teach effectively any of the aspects of American Studies listed below, it is highly desirable to have a large variety of appropriate audio-visual resources available to the teacher. A need for such material was expressed by all European participants. We suggest that United States Embassies, information centers, or the Council of Europe should take steps to locate and provide such material and make it available for teachers of American Studies. Mr. COMSTOCK, Vice-President of the US National School Boards Association, will recommend that his organisation should seek grants or foundation funds to develop study kits for teaching about the USA in European schools.

A history foundation course and basic geography should serve as a basis for several of the themes outlined below:

(i) FAMILY

Everyday life
Social and work patterns
Community life (make-up of the community, shopping facilities, clubs, etc.).

(ii) SPORTS

American sports (e.g.football, baseball)
Rules - teams, famous players
Organisation (school, college, professional)
Scholarships - cheerleaders - school life
Sports on TV - spectator habits
Role of sports in American life (family, school, community)
Values of sports

(iii) LEISURE / ENTERTAINMENT

Popular music (active/passive)
Films, TV
School activities (e.g. clubs, societies)
Other social activities
Part-time employment
Voluntary work (e.g. nurse aides, help for elderly)
Church activities

(iv) THE AUTOMOBILE SOCIETY

The influence of the automobile on America:

- geography (highway construction, cities, etc.)
- industry/economy (car production, manufacturing and marketing, energy needs)
- society: mobility
  services (drive-in facilities)
  youth culture (social life - dating, etc.)

(v) POPULATION

Historical outline
Population make-up: Indians, Blacks, Whites (from various European nations), Hispanics, Asians, others
Pluralism - social tensions - changes
Religion
Youth culture
Interest groups (e.g. women's movements, environmental groups, etc.)
Politics and government

(vi) TECHNOLOGY

The Computer Age
Communications
Space programme
Impact of technology on society and the environment.

5.2 Working Group No II

Chairperson: Mr. Freddy HANSEN (Denmark)
Rapporteur: Ms. Angela GIBSON (United Kingdom)

5.2.1 Methodology

Group II found it difficult to come to an agreement as to the nature of the task before us, and we thought that it would have been helpful if more specific guidelines had been given in plenary session before the groups met. We finally defined our brief as follows: to select suitable topics for teaching European secondary school students about the United States.

The following provisos were stressed. In view of the differences in educational systems throughout Europe, any foundation course would have to be flexible and allow for such restrictions as different time allocations in the timetable, the problem of resources, the age of the students, the backgrounds of the teachers, and, in particular, the fact that "American Studies" would be allotted very different places in the curriculum. In the United Kingdom, an "American Studies" course could arguably be introduced as part of a core curriculum (for all secondary school pupils) for, say, one year. On the Continent on the other hand, it seemed that such a course could only be introduced as an option for the 16-19 age-group, and that as far as younger children are concerned, aspects of an American studies programme can be taught in their English lessons.

Our foundation programme, therefore, is open-ended and lacking in precise structure. It would need to be improved according to the particular circumstances of a given teaching situation. We thought it desirable to concentrate on stating guidelines, or essential concepts which can be developed to take account of the educational context and our provisos mentioned above.

The three areas explored by the Group were:

(i) the geography of the USA;

(ii) the people of the United States;

(iii) values of the American people.

5.2.2 The geography of the USA

In order to convey an understanding, at some level, of the United States as a physical phenomenon, the following essential concepts and optional themes were identified:

Essential concepts	Optional themes
The size and topography of the USA.	Individual states.
Physical characteristics of the different sections.	Their boundaries.
	Regional differences in terms of accents, music, art, religion etc.

The use of resources. Farming systems. The development of industry.	Early settlements. Railroads and the move West. American inventiveness.
Cities.	Definitions: "small town", industrial centres, etc. Comparisons here, e.g. the idea of villages - the US do not have a village mentality. Topical approach here - that technology is enabling, to some extent, a return from an urban to a rural setting.
The abuse of resources.	Comparisons to illustrate that this is not uniquely American - perhaps in situations of abundance, all human beings are inevitably wasteful. Dust Bowl America.
Attempts to clean up the environment.	Conservation programmes (the ROOSEVELTS). Environmental problems. Energy policy.

5.2.3 The people of the United States

Essential concepts	Optional themes
Cultural pluralism: - American society today (multi-ethnic); - immigration from one's own nation to the USA; - survey of waves of immigration from other nations.	Historical treatment of other immigration waves (Indians, Europeans, Africans, Asians, Pacific Islanders, Latin Americans). Did the "melting pot" melt?
Individual and society: - population shifts and internal migration; - success and non-success and society.	Individual and mass culture status/role) possibly men/women) studied working/spare time) through the family.

5.2.3 The values of the American people

In order to foster knowledge and understanding of the American people and to encourage empathy, the following essential concepts and optional themes were identified:

Essential concepts	Optional themes
The American Dream	
The fundamental role of the American Constitution. The Federal System.	The concepts of: the Land of Opportunity; the classless society; individualism and self-reliance.
The Human Condition: Promise and paradox - the treatment of the individual.	Optional themes here: race, industrialisation, immigration, diversity, manifest destiny.
United States' impact on the world.	Contributions in the following fields: - political and economic; - social and cultural; - linguistic.

5.2.4 Conclusions and suggestions

There was a great deal of debate about these three broad areas of content. We divided into firstly three groups, and then two groups to make discussion more effective. There was little opportunity to decide on resources, but it was pointed out that, for teaching the geography section, lots of mapwork would be appropriate and there would be plenty of scope for work using statistics and visual resources, while tape recordings of American songs could illustrate regional customs. It was felt that music could play a very important part in any part of the programme in promoting understanding and empathy. A much favoured approach to the teaching of dominant American values was through "the family". It was felt that this could provide a leading into many conceptual areas, and would lend itself to a visual approach. The possibility of using some "terrible" television programmes was mentioned here.

The Group suggested that:

(i) European teachers should be involved in a follow-up visit to the USA in 1984;

(ii) consideration should be given to establishing structured contacts for the exchange of resources between American and European teachers;

(iii) the work arising from the present Seminar should be evaluated at a later date with the help of a questionnaire.

5.3 Working Group No. III

Chairperson: Dr. Carole HAHN (USA)
Rapporteur: Mr. Donald McDONALD (United Kingdom)

5.3.1 Methodology

The Group first established some basic guidelines for the task ahead:

(i) to identify four or five units of study which would make up a foundation course in US Studies for young people in the 15/16 age-group;

(ii) to combine, within each of these units, the teaching of several related disciplines - geography, history, English and social studies;

(iii) to identify, for each unit, a basis of cognitive content, supported by a range of resources and allied, wherever possible, to a set of recognisable values.

The Group began its work by producing a list of 55 topic suggestions (five from each participant). From this list, it was then possible to select a short list of major topics. The following were the most frequently mentioned:

(i) social life (family and community);

(ii) economic life;

(iii) political life;

(iv) position in the world.

Thereafter, it was a question of providing slightly more detailed suggestions for teaching the chosen topics. In each case, the Group listed various sub-topics which were then re-worded and re-arranged into a rational sequence.

The results of the Group's work are given in the next four sections of the report.

5.3.2 Social life

Incorporates sociology, history, English.

	Topics	Resources/procedures
A.	Types of family; statistics of family size. Child rearing. Division of labour within families. Aspirations, values passed on to children.	"Roots" type of narrative for three families at different historical periods. Stories/vignettes of three individuals to show similarity and diversity in lifestyles (diet, manners, modes of speech).

	Changing roles of women (see employment statistics). School life.	Videotapes showing rites of passage and ceremonies among different ethnic groups. Holidays, parades. Statistical data for critical examination: income, age-groups, employment, urban-rural, possession of TV/phone.
B.	Community life - churches, clubs and other organisations. Volunteer work. Separations according to age and socio-economic status. Consumer habits - wasteful consumption of energy, the role of the automobile, advertising, fastfoods v. health foods.	Box of objects/artifacts newspapers (urban + rural + ethnic) magazines food labels comparison chart of prices for selected goods and services. Tapes of music (jazz, pop, Country and Western, classical). Tapes of US adolescents talking about their daily concerns and hopes, a high school yearbook. Slides/photos of homes and architecture, videotape of US TV adverts.
	Crime (including drug abuse).	Statistical tables. Analysis of TV detective portrayal.
	Welfare programmes - social security, medicare, unemployment insurance.	Comparison chart for US and students' own nation to show welfare provision, public and private.

Throughout this unit, we are exploring stereotypes of US social behaviour: change; diversity; and similarities and differences between European and US society. We would also make explicit reference to a number of values, apparently held in US society (e.g. conformity or individualism, humanitarianism, material comfort). Overall, this unit stresses empathy as much as facts, although it does not identify the behavioural objectives which might be needed if any assessment of pupil learning were to be made.

5.3.3 Economic life

Incorporates history, geography, economics, and sociology.

	Topics	Resources/procedures
A.	American capitalism: theory and reality growth.	Condensed version of "Big Mac" or story of Levis in Addison-Wesley Economics (by Elmer CLAWSON). "Primo Dinero" by Steve JACKSTADT.
B.	The Industrial Revolution and the Computer Revolution.	Work- and folk-songs (e.g. Tom LEHRER). Case study in the development of a selected industry (1880 and 1980).

		Relate to migration. Examine statistics of regional population, employment and industrial production. See AHSGP "Economic Geography" (Macmillan). Records, film clips (e.g. "Modern Times").
C.	Family business/ partnerships - corporations - multinationals. The work ethic. Government regulation of economic activity. The unions.	See NCSS Bulletin No. 67, Chapter 4 (especially D. SCHILLINGS' questionnaire).
D.	Employment patterns and unemployment. Problems regarding youth, women, minorities. Occupational mobility.	
E.	Energy and the environment. The exploitation and conservation of natural resources.	Comparative pamphlets from 1983 World's Fair (Knoxville). Case studies of Alaskan pipeline or strip mining in Appalachia.
F.	Connections with the global economy.	Ups and downs in the dollar - effects on other countries.

Related items in the US values system - achievement, efficiency, mobility, competitiveness, material progress.

Throughout this unit, it would be useful for pupils to have access to an atlas. Unlike professional geographers, children as a rule derive rather limited satisfaction from the contemplation of maps. Nevertheless, it does seem important that a foundation course on the USA should show young people where certain phenomena are actually located within that nation.

5.3.4 Political life

Incorporates history, political science, and English.

	Topics	Resources/procedures
A.	Declaration of Independence. Constitution, Bill of Rights.	Read excerpts from documents. Film to give basic information. Strip cartoon "So you wanna be a Senator ....?" Role play or computer simulation on "Running for Office".
B.	Structure of Government. Executive/Legislative/ Court. The First Amendment. The Press.	Supreme Court landmark cases (the American Bar Association). Case study of busing or Equal Rights Amendment. Examples of minority

	Political parties. Interest groups. Lobbying.	rights (e.g. the KKK, the American Nazi Party). Watergate. Excerpt from "All the President's Men". The meaning of labels such as "conservative" or "liberal".
C.	Voting behaviour (and alienation).	Basic statistical analysis. Changes in State allegiances shown by transparencies or by micro-computer graphics.
	Development of notion "All men are created equal" applied to voting and legal rights.	Section from "American Political Behaviour". Display items - ballot paper, campaign buttons, bumper stickers, campaign songs and slogans. Photos or slides of political symbols - flag, elephant, donkey, God, Uncle Sam. Key buildings (White House, Capitol Dome).

As in previous units, we would focus attention on key values - in this particular case, they would include: accountability (to those represented), liberty, security, and checks and balances.

5.3.5 Position in the world

Incorporates history, political science, and English.

	Topics	Resources/procedures
A.	Lack of knowledge/ interest about the rest of the world among Americans.	Begin with concerns of students. Do a study in their school of knowledge about international affairs (using J. TORNEY PURTA's questionnaire). Exchange results with US classes.
B.	Official policies. Isolation - imperialism, neo-isolationism - involvement.	US newspaper headlines and cartoons.
		"Americans Abroad". A short look at selected American individuals working abroad at one specific time - aid specialist, IBM salesperson, CIA adviser, missile technician.
	Monroe Doctrine, manifest destiny. League of Nations (and rejection). TRUMAN Doctrine, Domino theory, the UN, the CIA, and the multi-nationals	Excerpts from speeches - WILSON, FDR, TRUMAN, KENNEDY.
		Excerpt from TV series "Dallas" - JR topples an unsuspecting foreign government. Suggested books: "A Decent Interval", "The Company".

C.	Economic Interdependence (US - W.Europe). The role of the multi-nationals (again). The US and world responsibility - for economic aid and human rights.	Current extract from newspapers and magazines. Suggested books: "Vodkacola", "The Seven Sisters". Excerpt from film "Missing", plus study of events in Chile under ALLENDE. Excerpt from CARTER speech.
D.	Alliances.	US sphere of influence in Europe, Asia, Middle East, Latin America.

Final activity - a role play of the Senate Foreign Relations Committee voting on the Aid Budget.

Related values - nationalism, patriotism, and freedom.

Throughout this unit, we experienced difficulty in translating our ideas into practical classroom terms. Optimism, in a sense, outran performance. As a result, the list of resources/procedures offered above is a guide for the curriculum developer rather than a direct, ready-made aid for the teacher.

5.3.6 Conclusion

In conclusion, we suggest that our entire package might perhaps cover a 12-week period, taking two hours per week. Each topic contains a measure of internal coherence, but teachers who are short of time would clearly be forced to select from the list provided. At all events, American Studies can capitalise on even the most superficial notions about the US and has the potential to genuinely excite pupils' interest and empathy, while offering a body of factual knowledge about the world's most influential nation.

5.4 Working Group No. IV

Chairperson: Ms. Anne KEAST (United Kingdom)
Rapporteur: Mr. John FITZGIBBON (United Kingdom)

5.4.1 Methodology

The Group took as its brief the preparation of outline approaches to a foundation course on the USA for students aged 14-17. It agreed to proceed along the following lines:

(i) to specify aims and objectives of teaching about the USA;

(ii) to identify relevant themes to form a body of content;

(iii) to propose appropriate teaching strategies related to objectives and content;

(iv) to recommend a variety of teaching resources with which to implement those strategies;

(v) to devise criteria by which to evaluate the course.

Three broad aims were identified:

(i) to bring out the intrinsic importance of the impact of the USA on the world and particularly on Western Europe between the years 1941-82 in the following areas:

- economic;
- political and military;
- social and cultural;
- linguistic;

(ii) to demonstrate the interdependence of the USA and the rest of the world with specific reference to Western Europe;

(iii) to attempt to identify the unique characteristics of Americans by considering the attitudes and values of a society, which can be both compared to, and contrasted with, those of Western Europe. In so doing, it would be hoped to achieve a degree of empathy with the people of the United States.

The Group agreed that such a foundation course should begin with an introductory module using mapwork, graphics and statistics to demonstrate the position and size of the United States and to identify its climatic and ethnic diversity.

The Group then sub-divided. Sub-group A considered impact and inter-dependence, while Sub-group B considered empathy.

5.4.2 Themes to illustrate the concept of "Impact"

A. Economic

(i)	natural resources	- agriculture - raw material
(ii)	industrial	- development of mass production of consumer goods - information society, Hi Tech communication industry
(iii)	trade and business	- dependency on American goods - development of corporations ("multis") - dollar power (GATT)

s o u r c e s :
- National Geographic, September 1982 (Silicon Valley article)
- computer companies
- European Wall Street Journal
- Herald Tribune
- National Conference Board

B. Politico_-_military

(i) American world influence
- spheres of influence
- Atlantic alliance
- (in)direct involvement i.e. case studies: Middle East, Vietnam, shuttle diplomacy, Falklands, Horn of Africa. El Salvador
- world organisations

(ii) influence and character of US political system
- continuing influence of American Constitution on Third World
- special interest groups

s o u r c e s :
- comparative constitutions
- NATIS
- UN publications
- Political Atlas (title? publisher?)

C. Social_and_cultural

(i) American ways of life
- (fast) food
- homes - changing social patterns
- consumerism (i.e. cars, TV, fridge, boat, deep freeze, dish-washer)
- mobility (geographic, social)

(ii) Media
- advertisement
- proliferation (internal)
- film and TV as export
- press

(iii) Culture
- youth: dress, music, movies, sports, youth groups
- ethnic cultures

(iv) Arts
- architecture - painting
- photography - design
- ballet
- music (musicals)

(v) Minorities
- ethnic
- gender
- religious

D. Linguistics
- development
- present usage

5.4.3 Themes to illustrate the concept of "Interdependence"

A. Economic (European)
- Marshall Plan
- multinationals (US and European examples)
- industrial research

B. Economic (global)
- resources and food as political instruments (case studies: wheat, steel, pipeline)
- credit and banking (the World Bank)

C. Environmental concerns
- oil spills

D. Politico-military
- defence and security issues
- conflict situations
- Peace Movement

E. Social and cultural

5.4.4 Proposals for a module on the concept of "Empathy"

A. Identification of European images, stereotypes about the USA, e.g.:

(i) the USA is a violent society;
(ii) the USA is a male-dominated society;
(iii) the people of the USA are uniformly rich;
(iv) the USA is a mobile society wedded to change;
(v) Americans are worshippers of technology;
(vi) Americans are addicted to size and the belief that "bigger is better";
(vii) Americans are highly individualist;
(viii) Americans are highly achievement-oriented;
(ix) Americans are arrogant with regard to capabilities and achievements of the United States;
(x) Americans have a naive view of the world as a result of the superficiality of their culture;
(xi) American women are either spoiled by affluence and/or ardent feminists;
(xii) Americans believe strongly in their political system and their Constitution.

B. Consideration of the degree to which the USA and Western Europe can be said to have a common culture, and to be an "Atlantic community".

C. Analysis of attitudes in Western Europe and the USA to key ideals, institutions and phenomena, e.g. progress, equality, patriotism, materialism, the impact of technology on society, legitimate national interest.

D. Discussion of paradox of the diversity yet unity of cultural values in the United States in the light of the disparity in the conditions of rich and poor in the USA and also bearing in mind the changing ethnic balance of American society. Thus, are the notions of the "Melting Pot" and "E PLURIBUS UNUM" still appropriate designations for contemporary American society?

E. Identification of actual American values which may well be taken to be:

(i) achievement and success;
(ii) activity and work;
(iii) moral orientation;
(iv) humanitarianism;
(v) efficiency and practicality;
(vi) progress;
(vii) material comfort;
(viii) equality;
(ix) freedom;
(x) external conformity;
(xi) science;
(xii) nationalism/patriotism;
(xiii) democracy;
(xiv) individual personality;
(xv) racism and group superiority.

*

* *

The sequence of operationalisation of the Empathy Module was envisaged as follows:

(i) to introduce a range of stereotypes of and misperceptions about the USA as issues for consideration.

Method: group or class discussion based on contrasting primary source evidence;

(ii) to utilise inputs from social history, oral history and literature and arts to illustrate the diversity of ethnic origins, lifestyle value systems and cultural perceptions existing in different communities in the United States, both in the present and in the past. Possible areas of study might include:

- Puritan New England 1690
- the Sioux Nation 1870
- Italian Immigrants 1900
- Mid-West Suburbia 1950
- Ghetto Blacks 1965

Method: enquiry-based project-study in depth;

(iii) to analyse Americans' values, priorities and expectations of themselves and their country and to contrast them with European expectations and values.

Methods: questionnaire/discussion;
simulation and role play;
active group work;

(iv) the Sub-group attached great importance to the idea that, in order to maximise the empathetic effect of this section of the foundation course, it would be highly desirable for students to be given the opportunity to meet students and teachers from the United States. Indeed, it was suggested that the rest of the empathy module could be best seen as a preparation for such an encounter.

Method: short visit/exchange;

(v) Conclusion: In the light of the above, to review the initial stereotypes and to consider possible changes in perspective.

Methods: class discussion followed by extended reflective assignment.

5.4.5 Teaching strategies

It was agreed that, in general terms, maximum advantage was likely to be derived from the adoption of a multi-disciplinary team-teaching approach.

It was recognised that this approach would necessitate joint preparation and resourcing by the teaching teams, and also that flexibility of group sizes was desirable to accommodate the different activities envisaged, e.g. plenary lead lectures, group discussion, group research, individual enquiry.

For the Impact Module, it was recognised that a firm information base was essential and that this would possibly imply the use of textbooks and structured worksheets.

It was agreed that, given the aims specified by the Group,a predominantly didactic, teacher-centred approach was undesirable and probably counter-productive. As a rule, the intention would be to attempt to lead the student to draw his/her own conclusions and that specified cognitive skills should be promoted in order to provide students with the means to make informed judgements on the basis of the evidence presented. In this way, cognitive skills such as comprehension, translation and analysis could serve to facilitate the achievement of the affective goals of the foundation course.

Four major strategies were identified for course implementation:

(i) extensive preparation and use of evidence-based stimulus materials. This would involve the maximum use of primary sources and visual presentation. Resource availability was identified here as a critical factor;

(ii) small group/class based discussion sessions conducted in the light of such stimulus input. It was noted that this strategy placed heavy demands on questioning techniques and on the group leadership skills of individual teachers within the team;

(iii) research projects/studies in depth would utilise the reference skills of the students to develop individual and more specialised interests by building on the enquiry approach. Students would be expected to assume responsibility for different aspects of investigation and to report on their contribution to the rest of the group;

(iv) student involvement in group participation would be further encouraged by the selective employment of simulation exercises and the use of techniques of role-playing.

5.4.6 Resources

Two main problems of resource provision were identified:

(i) the need to identify existing materials and to promote their effective dissemination;

(ii) the need to identify gaps in existing resources and to provide for the production of such materials.

It was recognised that the success or failure of the foundation course would depend, to a large extent, on the quality of resource materials and on the degree to which they were appropriate to the specified aims of the course.

Examples of the kinds of materials which were felt to be appropriate were:

(i) maps, graphs, statistical abstractions;

(ii) extracts from biography and oral history, e.g. the work of Studs TERKEL;

(iii) selected passages from literature, chosen to illustrate differing themes, e.g. the work of THOREAU, LEWIS, STEINBECK, BALDWIN;

(iv) counterpointed descriptions of events and phenomena to isolate alternative perceptions;

(v) contemporary accounts of US events, e. g. "Time" and "Newsweek";

(vi) simulation exercises, e.g. "Starpower", "BA-FA BA-FA";

(vii) examples of styles of humour in cartoons, magazines;

(viii) selected songs/music;

(ix) use of visual material, such as slides and, above all, video/movie presentation as basis for discussion, e. g. "Fail Safe", "Seven Days in May", "Soldier Blue".

5.4.7 Evaluation

It was felt that the first two modules could be assessed by means of quantifiable testing of acquisitions of information and pre-specified cognitive skills. The Empathy Module was clearly more problematic in this regard.

However, in general terms, it was agreed that, for the course to be successful, an irreducible minimum outcome was to develop in students an awareness of other perspectives to their own. In addition, it was deemed desirable to achieve accuracy in seeing what such alternate perspectives are and also to promote application of pro-social attitudes in behaviour.

Ultimately, the success of such a foundation course could be seen in the level of motivation on the part of students to seek further knowledge about the USA and by the extent to which students have become aware of the degree to which their initial preconceptions about the United States have proved to be valid.

5.4.8 Recommendations to the Council of Europe

The Group recommended that the Council of Europe should:

(i) investigate media education for teachers in terms of the use by, and appreciation of, the media as educational aids;

(ii) investigate the educational potential of the new communication technologies, e.g.satellite television;

(iii) facilitate individual and group contacts and mutual dissemination of information between Europe and the USA;

(iv) develop teaching materials, possibly comprising work-kits incorporating literature, statistical material, oral history on tapes, film resources, etc;

(v) develop and construct simulation exercises for use in teaching US topics;

(vi) help resource and documentation centres to disseminate information on teaching about the USA to every country represented in the Council of Europe;

(vii) investigate further possibilities of evaluation and educational research;

(viii) sponsor a competition for teachers to develop teaching units with regard to the United States.

6. FINAL COMMENTS BY THE DIRECTOR OF THE SEMINAR

In his book, "Pedagogy of the Oppressed", Paulo FREIRE describes how when teachers arrive in a village, they start a conversation with the population and gain some insight into their living conditions. In this way, they get to know what topics should be dealt with in their teaching. Later, through the teaching, the people are confronted with their own reality and, thereby, develop a meaningful dialogue, the purpose of which is to make people aware of, and urge them to change, their life situation.

In some respects, the coming together, at the Donaueschingen Seminar, of so many educators from different countries for the purpose of exploring ways through which to teach about another culture was similar to FREIRE's teachers entering an unfamiliar village. Not only had the territory to be mapped out, but working relationships had to be established quickly, and upon these was placed the challenge of coming to grips with the USA - a task that presents a formidable challenge even for its own people. We were fortunate in having a substantial delegation from the USA at the Seminar, and it was through the dialogue between Europe and America that the purposes of the Seminar were achieved.

These purposes included: the sharing of experience; the clarification of basic concepts and understandings and the search for ways to translate them into teaching programmes; the identification of valuable resources; the building of networks; and the professional and personal growth of the participants.

The specific task of the working groups was to prepare a foundation course or programme for teaching about the USA which could be used in secondary schools in Western Europe. Although the task sounded simple, the challenge of preparing such a programme was, in fact, highly complex. Even so, in spite of differences in national education systems and in individual teaching situations there is a striking degree of homogeneity in the group reports, and differences between them are more matters of emphasis and of selection of content than basic disagreements about organising concepts and curriculum approaches.

The foundation programmes developed by the four working groups are essentially practical documents, and they offer the beginning of a process which, with support, could become a viable curriculum programme for creative and imaginative teaching about the USA.

If the momentum created by the Seminar is to be maintained, national and international agencies and associations must provide effective support for:

(i) the further exchange of information, ideas and experience;

(ii) the production of specialised and relevant resources;

(iii) exchange visits by teachers and pupils;

(iv) direct contacts between people and places on both sides of the Atlantic, in particular pupils and schools, through the use of modern communication technologies.

The sum of the Seminar, however, is more than the group reports - more than the valuable contribution of learned academics and fellow professionals. In working together intensively over the six days of the course, those who took part also went through a process of professional and personal growth, which is seen by many as the other side of the coin of curriculum development. Through gaining a picture of other teachers' practices, through coming to an understanding of the common problems that transcend national boundaries, and through realising that help can be had through co-operation and collaboration despite obstacles of language and distance - the participants themselves underwent a programme of education for international understanding.

APPENDIX NO. I

DISCUSSION PAPER ON "WHAT DO AMERICANS THINK THAT THE AVERAGE EUROPEAN SHOULD KNOW ABOUT THE USA?" PREPARED BY DR. MARGARET STIMMANN BRANSON, CONSULTANT FOR HISTORY AND THE SOCIAL SCIENCES, KERN COUNTY SUPERINTENDENT OF SCHOOLS OFFICE, CALIFORNIA

The question "What do Americans think that the average European should know about the USA?" is at once a question which is important to ask and impossible to answer - at least with certitude.

The difficulties inherent in trying to answer that question stem from the diverse nature of American society. That diversity is perhaps the first and most fundamental fact which must be appreciated by anyone who would understand the United States.

Americans are anything but a homogeneous people. Perhaps only the element of time is exaggerated in the oft-repeated saying that "people have been forever arriving in America". Certainly it is true that peoples have been coming for centuries. First, of course, were peoples from Asia who later were to become known as Indians. No one is sure when the first small group arrived, but it probably was about 35,000 years ago. That group was followed by another and another over the next 25,000 years. Then, following the European "Discovery" of America, Europeans and Africans began arriving. First, they came in trickles, then in ever increasing numbers. Among the earlier arrivals from Europe were the English, Scots, Irish, Swedes, Finns, Dutch, Spanish, Germans, Swiss, and Portuguese. Some were Catholics, others were Jews and Protestants or the professors of no religious beliefs. Later, in the early years of this century, when immigration was at its peak, nearly 800,000 immigrants arrived each month at Ellis Island in New York harbour. Many of them hailed from Eastern Europe and the Middle East. At the same time, Asians were arriving in lesser numbers at Angel Island in the San Francisco harbour. Today, men, women, and children are still coming to the United States by the tens of thousands and from everywhere on earth, with and without official permission. One immigration record is giving way to another. In 1971, for example, for the first time in the history of the United States, more Asians than Europeans came to America. Their numbers are exceeded only by the current all-time high influx of Spanish-speaking peoples. It is estimated that, by the year 2000, Hispanics will be the largest minority group in the United States and that Los Angeles could have the largest Mexican concentration outside Mexico City. Small wonder, then, that Daniel BOORSTIN, Librarian of Congress, recently described Americans as "the most miscellaneous people on earth".

What are some of the results of this vast, centuries long, still continuing coming of diverse peoples to America? One result is that, although English is the "official" language of the United States, Americans speak many languages other than, or in addition to, English. The fact that ballots, roadsigns, and public documents are routinely printed in several languages in some states attests to the great diversity in language. So, too, does the recent, landmark decision of the United States Supreme Court that special provisions must be made for children who are precluded from effective participation in the regular public school program, because of their inability to speak and understand English (1). Another result is that the religious convictions of Americans are at variance. So, too, are their economic, social, and political philosophies. What is more, Americans have a deep-seated tradition of independent thought and propensity for disagreeing among themselves. They are fiercely proud of that independent tradition and jealous of their right to dissent. Given their diversity and their penchant for disputation, it is not surprising that Americans seldom, if ever, have spoken with a single voice on any subject. It must be presumed, therefore, that Americans would fail to agree, even if they were asked to describe those things which they believe others ought to know about them.

Acknowledging the fact that the question which serves as title for this discussion paper cannot be answered in a definitive way in no wise detracts from the importance of asking the question. It is an exceedingly important question. It is one which needs to be considered thoughtfully, because how Europeans and Americans perceive of one another is of great consequence. We are peoples who are linked together in countless ways. We are bound by strong historical ties, even by familial and linguistic ties, in many instances. We are major trading partners, with the economic health of the one dependent in no small measure upon the economic health of the other. We share similar democratic ideals. We envision a future in which there will be greater enjoyment of the fundamental freedoms, deeper respect for human rights, and peaceful solutions to the many problems which now beset our world. Yet, despite our historical ties, our common interests, and our mutual aspirations, Europeans and Americans seem to have many misperceptions about one another. As a matter of fact, those misperceptions were deemed so serious that they excited attention earlier this year from the then Chancellor Helmut SCHMIDT and from President Ronald REAGAN. The problem and what German and American officials proposed to do about it was described in a news dispatch filed in Bonn by an American reporter. Here, in part, is how the dispatch appeared in one American newspaper with a very large circulation (2):

> " US, BONN SEEK TO END STEREOTYPES
> TOP OFFICIALS APPOINTED TO IMPROVE MUTUAL UNDERSTANDING
>
> BONN - West Germany and the United States, concerned over worsening bilateral relations, have mounted an effort to

eliminate what a German official called "the sometimes shocking stereotypes" in which Americans and Germans tend to view each other.

In West Germany, Americans are often thought of as either spoiled, self-indulgent children eager to accept any new fad or as Wild West gunslingers ready to start a war.

In the United States, Germans are often stereotyped as either heel-clicking militarists or as cowards, as reflected in the widely quoted comment of Britain's World War II Prime Minister, Winston CHURCHILL - "The Germans are either at your throat or at your feet".

..... To counter the growing rift, Bonn and Washington have named two top officials to generate greater governmental and non-governmental contacts, to exchange views and improve understanding between the two countries.

Chancellor Helmut SCHMIDT has appointed Hildegard HAMM-BRUECHER as coordinator for German-American relations. She is a member of Parliament and a top official in the Foreign Ministry. Her American counterpart, appointed by President REAGAN, is the Undersecretary of State for Political Affairs, Lawrence EAGLEBURGER."

In her capacity as coordinator, Ms. HAMM-BRUECHER recently toured the United States. When she returned to Germany, she lamented the lack of knowledge which Europeans and Americans seem to have of one another. "How" she asked, "is one to deal with unadulterated ignorance?" (3)

Other thoughtful persons on both sides of the Atlantic also are calling attention to what they perceive to be growing misunderstandings, even "dangerous disagreements and fears". An American journalist analysed the situation in this way:

"The Western Alliance is experiencing its most dangerous internal strains since NATO was founded in 1949, in the opinion of many senior government officials and analysts in Europe and the US .....

..... The ability of democratic nations to muddle through their problems and somehow preserve their common interests should never be underestimated.

An end is urgently needed, however, to what one diplomat calls 'the dialogue of the deaf' between Washington and Europe. US and European leaders need to discuss seriously their basic policy differences. A true recognition that dangerous problems afflict the (Western) alliance is the first essential step in the slow process of solving them." (4)

The points made in the concluding paragraph of that analysis seem particularly well taken. There does need to be an end to "the dialogue of the deaf". Serious discussion of differences does need to take place, but it should not be confined to those who happen to hold diplomatic posts or political offices. It is essential that others, particularly educators, participate as well. That is why this Seminar in Donaueschingen and the persons in attendance at it are so important. Hopefully, this meeting will be just the first in a series at which ways and means of providing people with more adequate and accurate knowledge of other people and of dispelling their misperceptions can be considered.

A time of worldwide ferment in educational circles

This Seminar is taking place at a time of great, worldwide ferment in educational circles. "The Newsletter of the Council of Europe's Documentation Centre for Education in Europe" and other publications document efforts at curriculum revision now underway in the United Kingdom, Sweden, Denmark, Germany, and France. Reappraisals of curricular offerings also are being conducted under the auspices of UNESCO, as well as in Japan, China, India, and the United States. One of the issues being raised in all of the aforementioned efforts is what students should learn about their own and other societies in what T.H. VON LAUE, an American historian, calls "this age of global confluence". (5)

Because some of the efforts at curriculum revision being made in the United States are particularly relevant to the subjects under discussion at this meeting, they will be described briefly. The first is the result of a two-year study which not only attempted to answer the question "What should a high school graduate know about history", but a study which went beyond a description of content to delineate student outcomes. Secondly, the plans of two states in the United States for increasing student knowledge of other cultures will be examined.

What should a student gain from a study of history?

History always has been a very broad discipline, but, its concerns literally have exploded in recent years (6). On the one hand, that expansion is to be applauded. It means that individuals, groups, events, and institutions heretofore neglected in traditional courses are now included. It means that more students are likely to "find themselves" or to find others with whom they can empathize as they study history. It also means that the study of history because it has been enriched becomes more enriching. On the other hand, the expansion of history poses real problems for teachers and curriculum developers. Obviously, they must do something besides just add new topics or try to squeeze more content into their courses. There are limits not only to the number of topics which can and should be studied in any one course, there are limits to the depth in which each can be examined. Teachers, therefore, now need to approach the study

of history in different and more productive ways. They cannot regard curriculum in history as though it were simply a given number of topics to be "covered".

Recognising that the curriculum in history in elementary and secondary schools needs more than just a few cosmetic changes, if it is to meet the needs of students who live in an age of global confluence, the California State Department of Education convened a special task force. That committee was composed of historians from several of the state's leading universities, teachers, curriculum developers, and school administrators. They met together over a period of two years. The longer they met and the more they studied the problem at hand, the more convinced they became that the study of history can and should make a great deal of difference in the life of each student. Further, they asserted that the student who graduates from high school well-schooled in history ought to be recognisable. Such a student would exhibit the characteristics or hallmarks which are listed below:

The Hallmarks of a Student Well-Schooled in History

The student well-schooled in history from kindergarten through Grade 12 should:

(i) possess a good and well-ordered sense of events and eras, including their proper sequence and chronology;

(ii) demonstrate respect for evidence and knowledge of where and how to obtain evidence and to evaluate it. Such evidence would include that contained in textbooks, oral testimony, written documents and the mass media;

(iii) identify and analyse diverse perspectives on and interpretation of historical issues and events;

(iv) distinguish between fact, interpretation, and opinion and appreciate the functions of each;

(v) understand the major events and controversies in history;

(vi) comprehend the enduring issues and the major concepts of history such as migration, industrialisation, diversity, racism, continuity and change;

(vii) explain why certain individuals are important historically and the roles they play as influentials, representatives, catalysts; or prominent dissenters;

(viii) be aware of the geographic position of the United States and of other nations of the world;

(ix) appreciate the changing inter-relationships of nations and of peoples within nations and understand how and why such relationships change over time;

(x) understand the contributions made by peoples of diverse cultures, particularly the contributions made to the United States, and be able to explain how he or she benefits from those contributions;

(xi) have pride in and an understanding of his or her own family, community, ethnic, national, and world heritages;

(xii) understand the fundamental values and ethical beliefs which undergird democratic society and be willing to act in accordance with democratic principles. (7)

Studying other cultures - an essential ingredient in general education

The great debate about general education or the core curriculum which currently is taking place in the United States may very well have been touched off by Dean Henry ROSOVSKY of Harvard University in 1978. It was he who challenged the faculty at America's first and one of its most prestigious institutions of higher learning to take a penetrating look at its undergraduate requirements. ROSOVSKY was particularly disturbed, because he believed that education in America was becoming too parochial. In making his case, Dean ROSOVSKY insisted:

> "An educated American, in the last third of this century, cannot be provincial in the sense of being ignorant of other cultures and times. It is no longer possible to conduct our lives without reference to the wider world within which we live. A crucial difference is the extent to which one's life experience is viewed in wider contexts." (8)

As the Harvard faculty began to re-examine its curriculum, other colleges and universities followed suit. So, too, did some state departments of education and many local school districts. Many of them found, as Harvard did, that they were indeed failing to give sufficient attention to the study of other cultures. Some of the states then began to take action to remedy those shortcomings. In Florida, for example, 13 post-secondary institutions joined together to form the Florida Collegiate Consortium for International/Intercultural Education. For five years, the Consortium laboured to produce the State Plan for Global Education in Florida. (9) That Plan, adopted by the State Board of Education in February 1982, will have profound impact on teacher education, as well as on elementary and secondary education. It calls for the preparation and administration of a statewide social studies test which would include a dimension to assess a student's knowledge of the world. It also calls for the development of global education criteria to be used in textbook adoption.

Other states have taken routes different from that chosen by Florida. Virginia, Michigan, Wisconsin, Oregon and California

are among the states which have chosen to revamp their state frameworks for instruction. California's guidelines for a study of World Cultures in Grades nine or ten are included here because they are relatively short and relatively specific. They are one model for the study of a culture other than one's own. They also are a model which Western European educators may find of interest in their construction of a foundation course on the USA:

World Cultures-Grades Nine or Ten

"An in-depth study of selected cultures or culture areas chosen from both the Western and non-Western world should give students both an historical outlook and a more contemporary view of the world. In the course of such study, students should have opportunities to compare and contrast philosophies, language, literature, religions, the arts and drama of different cultures, as well as to become more knowledgeable about the historical events which are of significance.

Some suggested cultures or cultural areas suitable for this setting are the following:

Eastern Europe *	Canada	USSR
Western Europe *	Australia	Philippines
Latin America *	China	Polynesia
The Middle East *	India	
Southeast Asia *	Japan	
Sub-Saharan Africa *	Korea	

(* Within each of these culture areas, the study of a particular country could be elected for special attention. For example, Mexico or Brazil might be selected from the Latin American Area.)" (10)

Some suggested topics suitable for in-depth studies of cultures follow:

(i) the land and the peoples;

(ii) political and economic developments across time;

(iii) social and family life, traditional and modern;

(iv) language, literature and law;

(v) religion and ethics;

(vi) philosophies and ideologies;

(vii) the arts - visual, performing and applied;

(viii) science, medicine, mathematics and technology;

(ix) status and roles of women in the culture;

(x) important men and women who influenced the culture;

(xi) cultural perspectives: how the people see themselves and how others see them;

(xii) cultural change and exchange.

Toward a new world view

Today more than ever before in history, there is a need for persons who are members of one society to develop an understanding for persons who are members of another society. It is essential that the average European have a more accurate perception of Americans, just as the average American needs to perceive of Europeans in a more accurate manner. Europeans and Americans alike, however, need to develop increased understanding of the Japanese, Chinese, Arabs, Latin Americans, Africans, and other peoples as well. But our needs do not stop there. Beyond knowing other cultures there is another equally, if not more important, dimension of understanding to which increasing attention must be given. That is the development of a more global attitude or a new world view. In his book, "Navigating the Future", Bruce MURRAY, a distinguished scientist, expressed that need well. MURRAY wrote:

> "We must recognise that we do, indeed, live at a unique point in the history of the world. The next three generations will form the template for three millenia .....
>
> The plight of modern man might almost be posed as 'The Case of the Missing World View'. We are all desperately in need of a new world view, consistent with the facts of science, but much broader and more encompassing .....
>
> I assert that the primary intellectual event of the next several hundred years will be the development of this new world view." (11)

The development of a new, broader, and more encompassing world view will require the development of broader, more global perspectives. It will require among other things that students in the elementary and secondary schools be provided with a global education. As yet there are no good or generally accepted definitions of that term. Global education, however, generally refers to efforts to cultivate a perspective of the world which emphasizes the interconnections among cultures, species, and planet. It is an idea which has received strong endorsement from many quarters. In the United States, both the National School Boards Association (NSBA) and the National Council for the Social Studies (NCSS) have issued strong public statements in support of the concept.

The NSBA report urges school board members across the United States to take the initiative in developing community awareness and support for global education. A Position Statement on Global Education was issued by NCSS early this year. NCSS contends that, while it is true that highly trained specialists do play a vital role in the transaction of transnational affairs, it is imperative in a democracy that public understanding of global events and processes be widely shared and that citizens

participate constructively in decisions influencing foreign policy. Another of the premises that NCSS advances is that global education not only should begin in elementary schools, continue through secondary schools, and on into colleges and universities, but that it ought not be limited to history and social science classes. Global education should be a part of all subjects; it should permeate the curriculum. However, by the very nature of the academic and professional training which history and social science teachers have, they bear a special obligation for bringing a global perspective to the school curriculum.

Toward what goals or student outcomes ought a truly globalised curriculum be moving? Let me suggest three which I believe are imperative and attainable and for which educators bear special responsibilities.

First, teachers should strive to impart global knowledge. Students should emerge from our schools with the kinds of knowledge essential to living in this interdependent world. They should be globally literate. They should have knowledge not only of history and the social sciences, but of foreign languages, science, and the humanities.

Secondly, teachers should strive to develop skills essential for global citizenship. Students should emerge from our schools able to communicate, process information, and ask pertinent questions. They should know how to continue to learn on their own and how to participate effectively in local, state, national and transnational affairs. They should have confidence in their own efficacy, and they should be able to cope with change.

Finally, and above all, teachers should strive to develop global empathy. Notice that the word used is empathy, not sympathy. Empathy is a value orientation which has two dimensions: cognitive and affective. The cognitive dimension often is overlooked, but it has important implications. Even if we only collect information about affects, we tap a person's perceptions and the cognitive representations of that person's emotions, beliefs, values, desires, and of relevant portions of the world around them. The affective dimension of empathy enables us to experience vicariously another's emotions. The arousal of empathy, therefore, has powerful implications. It can lead to:

(i) positive orientation toward other people and a positive evaluation of all human beings;

(ii) concern about or value placed upon other's welfare;

(iii) a feeling of personal responsibility and pro-social kinds of behaviour.

The need for globalising the curriculum is urgent. As human beings our situation today could be described by using the words of a Nigerian poet, Mabel SEGUN. They were written about 1952 when her people were in the process of trying to loosen their British bonds.

> "Here we stand
> infants overblown
> poised between two civilizations
> finding the balance irksome
> itching for something to happen
> to tip us one way or the other,
> groping in the dark for a helping hand
> and finding none.
> I'm tired, O my God, I'm tired.
> I'm tired of hanging in the middle way -
> but where can I go?" (12)

We, too,are poised between two views of the world - one outworn, parochial, the other not yet fully developed but global. We, too, are finding the balance irksome and itching for something to happen. Globalising the curriculum is one way that we can make something which is essential happen. It is something that we as educators can do, if we will.

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9. Florida Advisory Council on Global Education. "State Plan for Global Education in Florida: Findings and Recommendations", 9 October 1981 (mimeographed).

10. California State Department of Education "History-Social Science Framework for California Public Schools: Kindergarten Through Grade Twelve", (Sacramento, California, 1981), pp. 19-20.

11. Bruce C. MURRAY "Navigating the Future" (New York: Harper and Row, 1975), p. 210.

12. Mabel D. SEGUN "The African Child Today and the World of Books", International Board on Books for Young People, Books and the Young Child: 17th IBBY Congress, 28.9. - 3.10.1980 (Prague, Czechoslovakia), pp.46-47.

APPENDIX NO. II

PROGRAMME OF THE SEMINAR

Monday 25 October

Participants arrive in time for dinner.

19.30 Dinner

20.30 Speeches of welcome and introduction to the Seminar by:

(i) Professor Lothar MATTHEIS, Director of the Donaueschingen Academy;

(ii) Ms. Carole HAHN, President Elect of the US National Council for the Social Studies;

(iii) Mr. Lee BRADY, Atlantic Council of the United States;

(iv) Mr. Maitland STOBART, Head of the School Education Division, Council of Europe.

Reception.

Tuesday 26 October

09.00-10.30 Plenary session.Keynote talk on "Aspects of American life today" by Professor Michael KAMMEN, Professor of US History and Culture, History Department, Cornell University.

10.30-11.00 Coffee

11.00-12.15 Discussion in plenary session with Professor KAMMEN.
Setting up of the working groups.

12.15-14.00 Lunch

14.00-14.30 Meeting of the Steering Group.

14.30-15.30 Plenary session for a talk on "Questions and issues in teaching about the USA in secondary schools in Western Europe" by Mr. Roy WILLIAMS, Director of the Seminar, and presentation of an analysis of the reports submitted by the European participants.

15.30-16.00 Discussion in plenary session.

16.00-16.30 Coffee

16.30-18.00 Group work.

18.30 Dinner

Free evening.

Wednesday 27 October

09.00-10.30 Plenary session for a talk on "The USA and the mass media" by Mr. Leonard MARKS, Secretary - Treasurer, the World Press Freedom Committee. Discussion.

10.30-11.00 Coffee

11.00-12.15 Group work

12.15-13.30 Lunch

13.30-14.00 Meeting of the Steering Group.

14.00-16.00 Plenary session for:

(i) presentation by Dr. Margaret BRANSON, Consultant, History - Social Science, Kern County Superintendent of Schools Office, California, on "What do Americans think that the average European should know about the USA?";

(ii) a panel discussion on "Approaches to teaching about the USA in secondary schools in Western Europe" led by:

(a) Ms.Birgitta REHNBERG, Teacher of History, Geography and the Social Sciences (Sweden);

(b) Ms. Maria GALVAO, Teacher Trainer and specialist in teaching of English as a foreign language (Portugal);

(c) Mr. Sean MacGIONTAIGH; Inspector of History (Ireland).

16.00-16.30 Coffee

16.30-18.00 Group work

18.30 Dinner

19.30-21.00 Viewing of films on the USA.

Thursday 28 October

09.00-10.30	Plenary session for a panel discussion on "Perspectives on the USA", chaired by Ms.Jean CRAVEN, Vice President of the US NCSS and led by: (i) Ms. Fay METCALF, History Teacher, Boulder, Colorado, USA; (ii) Ms. Janna BREMER, Teacher of Social Studies, Walpole, Massachusetts, USA; (iii) Mr. Denny SCHILLINGS, Teacher of History, Flossmoor, Illinois, USA.
10.30-11.00	Coffee
11.00-12.15	Group work
12.15-14.00	Lunch
14.00-14.30	Meeting of the Steering Group.
14.30-16.00	Group work
16.00-16.30	Coffee
16.30-18.00	Group work
18.30	Dinner
19.30-21.00	Final session of the working groups for the preparation and adoption of the group reports.
21.00	Party

Friday 29 October

09.00-12.15	Free morning for the participants. Typing and duplication of the group reports, and preparation of the Director's conclusions.
12.15-14.00	Lunch
15.00-16.00	Plenary session for the presentation of the group reports.
16.00-16.30	Coffee
16.30-17.30	Final plenary session for the presentation of the Directors conclusions.
18.30	Farewell dinner.

Saturday 30 October

Departure after breakfast.

APPENDIX NO. III

LIST OF PARTICIPANTS

1. STAFF OF THE DONAUESCHINGEN ACADEMY

Professor Lothar MATTHEISS	Director	Postfach 1580 D-7710 DONAUESCHINGEN
Dr. Mohamed ZAIANE	Teacher	Brandenburgerstr.17 D-7809 DENZLINGEN
Mrs. UHLIG	Secretary	Postfach 1580 D-7710 DONAUESCHINGEN

2. DIRECTOR OF THE SEMINAR

Mr. Roy WILLIAMS	Schools Council Field Officer	"Deansgate" Newlands Drive GB-LEOMINSTER HR6 8PR

3. U.S. DELEGATION

3.1 National Council for the Social Studies (NCSS)

Dr. Carole HAHN	President Elect of NCSS, Associate Professor	Division of Educational Studies Emory University ATLANTA, GA 30322
Ms. Jean CRAVEN	Vice President of NCSS, District Coordinator for Social Studies	Curriculum Centre Albuquerque Public School, P.O. Box 25704 ALBUQUERQUE, NM 87125
Dr. Margaret BRANSON	Consultant, History - Social Science	Kern County Superintendent of Schools Office 5801 Sundale Av. BAKERSFIELD, CA 93309
Ms. Janna BREMER	Social Studies Teacher	960 South Street WALPOLE, MA 02081
Ms. Fay METCALF	History Teacher, Co-ordinator	2868 Loma Place BOULDER, CO 80301

Mr. Denny SCHILLINGS	History Teacher	Homewood Flossmoor High School 999, Kedzie Av. FLOSSMOOR, IL 60422
Dr. Judith TORNEY PURTA	Professor of Human Development	Department of Human Development, School of Education, University of Maryland, COLLEGE PARK MD 20742

3.2 Atlantic Council of the United States (ACUS)

Dr. Leslie S. BRADY	Staff Director	The Atlantic Council 1616 H Street NW WASHINGTON DC 20006

3.3 Other U.S. participants

Dr. Ted J. COMSTOCK	Vice President of National School Boards Association	340 Winther Blvd. NAMPA Idaho 83651
Mr. Richard STRAUS	Cultural Consultant	International Institute of Communications 1776 Massachusetts Av.NW WASHINGTON DC 20036
Professor Michael KAMMEN	Professor of US History and Culture	History Department Cornell University ITHACA, NY 14853
Mr. Leonard MARKS	Secretary / Treasurer, World Press Freedom Committee	Cohn and Marks 1333 New Hampshire Avenue NW WASHINGTON DC 20036
Dr. Brian TRACY	Director	German-American Institute Sofienstr. 12 D-6900 HEIDELBERG
Dr. Jürgen BODENSTEIN	American Studies specialist	Embassy of the USA USIS - PA/CA Deichmanns Aue D-5200 BONN 2

4. CANADA

Dr. Gunnar BOEHNERT	Professor of Contemporary History	Department of History University of Guelph GUELPH Ontario N1G 2W1

5. COUNCIL OF EUROPE SECRETARIAT

Mr. Maitland STOBART	Head of the School Education Division	Council of Europe F-67006 STRASBOURG CEDEX
Ms. Janis AMOS	Secretary	Council of Europe F-67006 STRASBOURG CEDEX

6. PARTICIPANTS FROM THE CDCC's MEMBER STATES

Ms. Jacqueline ARICKX	Geography Teacher	Raffelgemstraat 12 B-9300 AALST
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Mr. David BURCH	County Adviser in Religious Education	8, Eversley Road Sketty GB - SWANSEA SA2 9DA
Ms. Marisa CARUSO	Teacher of History, Geography and Italian Literature	Corso Sempione 10 I-20145 MILANO
Mr. Jim DUNLOP	Senior Lecturer, Programme Co-ordinator, International and Multicultural Education Project of the CCC	Jordanhill College of Education GB - GLASGOW G13 1PP
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Ms. Maria Emilia GALVAO	Teacher-trainer	Avenida dos Bombeiros Voluntarios de Algés Lote 120-2° D P-1495 LISBON
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Mr. Freddy HANSEN	Teacher of English	31, Gl. Røsnaesvej DK-4400 KALUNDBORG
Mr. Hans HULTQUIST	Head of Section Uppsala University	Svalvägen 11 S-752 52 UPPSALA
Mr. Steen ILLEBORG	Teacher of History	Aldershvilevej 114 I DK-2880 BAGSVAERD
Ms. Angela JAEKEL	Regierungsschul-direktorin	Oberschulamt Breitscheidstr. 42 D-7000 STUTTGART
Ms. Marianne KAISER	Teacher of English, German and Art	Realschule Kirchberg Windshöhe D-7184 KIRCHBERG
Mr. Lauri KATARA	Teacher of English	Valkojantie 10 SF-21530 PAIMIO
Ms. Ann E. KEAST	Deputy Head of a secondary school	8, Balmoral Gardens Topsham GB - EXETER EX3 0DJ
Mr. Hans KOBS	Teacher of English and Religious Ed.	Rönner Weg 4 D-2313 RAISDORF/KIEL
Mr. Donald McDONALD	Teacher-trainer, Textbook Writer	9, Fleming Road GB - BISHOPTON Renfrewshire PA7 5HW
Mr. Sean MacGIONTAIGH	Post-primary Inspector (History)	23, Rockmount Road High Field Park IRL - GALWAY
Mr. Norbert MEISSNER	Teacher of English, History, German and Social Sciences	Ob. Stephansberg 14 D-8600 BAMBERG
Mr. Francis MERCIECA	Education Officer	Villa Mercieca Ta' Ras Il-Bajjada Rd. M-9020 MUNXAR-GOZO
Ms. Gisela MÜLLER	Realschuloberlehrerin	Hohwiesenstr. 33 D-7534 BIRKENFELD 1
Ms. Margaretha OREDSSON	Teacher of English	Borgarevägen 13 S-222 47 LUND
Ms. Birgitta REHNBERG	Teacher of History, Geography and Social Sciences	Kapplandsgatan 8 S-502 47 BORAS
Mr. Johannes REICHE	Principal of an Elementary School	Postweg 7 D-3100 CELLE

Mr. Johannes SCHLANDT	Teacher of English and History	Stengelstrasse 4a D-8000 MÜNCHEN 40
Ms. Waltraut SCHMIDT	Realschullehrerin	Theresia-Gerhardigger Realschule D-7980 RAVENSBURG
Mr. Karl F. SCHMIEDER	Oberstudienrat	Odenwaldstr. 16 D-6907 NUSSLOCH
Mr. Franz-Adolf SCHNELL	Head of Social Studies; English History and Religious Ed.	Merzhauser Str. 159 d D-7800 FREIBURG/Brsg.
Mr. Volker SENG	Oberlehrer	GHS Messstetten Skistrasse 35 D-7475 MESSSTETTEN 1
Mr. Erhard STROBL	Teacher of English and Latin	Dornacherstrasse 6 A-4040 LINZ
Mr. Richard TAMES	Organiser of Extra-mural Studies, SOAS	76, Regent Square Bruce Road Bow GB - LONDON E3 3HW
Mr. Wolfgang THIELEN	Teacher of English	Koppbach 23 D-5501 TRIERWEILER
Mr. Rolf TØNNESSEN	Teacher of methods of Social Studies	Baldersgate 4B N-4600 KRISTIANSAND
Mr. Erhard WAGNER	Teacher of English, History, Social Sciences; Head-master	Sellener Strasse 19 D-3558 FRANKENBERG
Mr. Alexander WEIBEZAHL	Studienassessor	Längerbohlstr. 58 D-7750 KONSTANZ

7. OBSERVERS FROM NON-GOVERNMENTAL ORGANISATIONS

International Society for History Didactics

Mr. Roen VAN DER GEEST	Historian/Teacher	Plantsoen 71 NL-2311 KJ LEIDEN

Georg Eckert Institute for International Textbook Research

Dr. Hanna SCHISSLER	Historian	Celler Strasse 3 D-3300 BRAUNSCHWEIG

Internationaler Studienkreis Baden-Württemberg

Dr. F. BRAN		Schillerstr. 8 D-7260 CALW

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Mr. Sam PERKINS	Journalist	Readers' Digest